Ministry of Education

2018/19 – 2020/21 SERVICE PLAN

February 2018

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Minister Accountability Statement

The *Ministry of Education 2018/19 - 2020/21 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

Honourable Rob Fleming
Minister of Education
February 2, 2018

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Purpose of the Ministry

The province's K-12 education system is responsible for ensuring that the learning outcomes of over 648,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy.

The Ministry of Education (ministry) places student success at the centre of its mandate, by continually focusing on improving results and ensuring equity of access and outcomes for all learners. As specified in the *Statement of Education Policy Order*, the ministry's mandate is to develop the "Educated Citizen," which is defined as the intellectual, human, social, and career development of students. The ultimate purpose being that our children achieve their individual potential and become independent adults, who enjoy happy, successful, and prosperous lives.

The ministry's role is to provide leadership and funding to the K-12 education system, through governance, legislation, policy and standards. Specific roles and responsibilities are set out under the *School Act*, *Independent School Act*, *Teachers Act*, *Library Act*, *First Nations Education Act*, and accompanying regulations.

Strategic Direction and Alignment with Government Priorities

The goals of this government are to make life more affordable, to deliver the services that people count on, and to build a strong sustainable, innovative economy that works for everyone. Our ministry is focused on the eight priorities outlined in the Minister of Education's Mandate Letter, as indicated below.

The ministry is aligned with the Government's key priorities:

Government Priorities	Ministry of Education Aligns with These Priorities By:
Delivering the services people count on.	• Improve Student Achievement and Success (Goal 1) o Improve student satisfaction with their learning o Implementing new curriculum in Grades K- 12 (Objective 1.2) o Update the Graduation Program o Implement new provincial assessments o Enhance career-related curriculum • Improve Outcomes for Indigenous Students (Goal 2) o Embed Indigenous content in curriculum for all students o Develop an Indigenous language learning policy o Provide opportunities to share effective practices across the education system • Improve Transitions to Post-Secondary Institutions (Goal 3) o Increase the Percentage of Students Who Transition Directly from High School to a Post-Secondary Institution (Objective 3.1) o Establish a post-secondary engagement strategy to enable student's continuous learning o Continue with the Dual-Credit program, which allows high school students to attend PSI's and earn high school and post-secondary credits at the same time

Strategic Context

B.C. students are achieving some of the best results in the world. The recent international PISA student assessment showed our province's Grade 10 students *ranked* first in reading, second in science, and sixth in mathematics. This is due in large part to the strong commitment and professional competencies of teachers, education support workers and educational leaders and stakeholders across the province.

B.C. has a highly diverse population with students from different backgrounds and experiences. The ministry and all boards of education and independent school authorities are committed to ensuring all students across B.C. have the same learning opportunities, no matter their background or what community in which they reside. To that end, the ministry is focused on a number of evidence-based initiatives to ensure that smart and equitable investments are made, that students have safe and effective learning environments, and that educators continue to provide quality instruction and strong leadership in the sector. Specifically, our investment in the area of Early Childhood Education is intended to ensure that all students arrive in kindergarten ready to learn and that, where necessary, early monitoring and interventions occur for all students who need them, reducing the vulnerability of students entering the system. As well, mental health is an important aspect of overall student wellness and is important to student success. The ministry leads and promotes a variety of initiatives to support mental health and substance use prevention, and has identified mental well-being as a key area of the new Physical and Health Education curriculum. In addition, the ministry is focused on improving not only overall student outcomes, but the equity of outcomes for all learners by implementing the Calls to Action from the Truth and Reconciliation Commission, and by implementing an action plan for students with diverse learning needs. The ministry will continue to support the work of the First Nations Health Council in the development of social determinants of health strategies and implement actions that are consistent with that strategy. Further, the ministry will leverage system-wide capacity building through the *Framework for Enhancing Student Learning*. All of this is grounded by collaborative relationships with all partners and stakeholders.

Looking forward, the ministry will continue to implement the new curriculum for Grades 10-12. The introduction of new assessments is part of the ministry's continued commitment to implement new or improved measurement systems which will enhance the knowledge of student performance over time. Continuous engagement with post-secondary institutions and industry partners will ensure that updates to the graduation program coordinate with entrance requirements and match regional economic priorities.

The ministry is focused on ensuring the proper resources in classrooms. The ministry introduced a Recruitment and Retention Task Force and has enhanced its ongoing coordination with the Ministry of Advanced Education, Skills and Training, as well as the Association of B.C. Deans of Education, in an effort to build teacher capacity throughout the province. The result will be an increased number of specialist teachers employed in K-12 schools, an increase in Indigenous teachers, and will address the current shortage of teachers in rural areas of the province.

In order to better prepare students for our ever-changing world, the ministry will continue to reach out to jurisdictions across the country, and internationally, to learn from the best and to ensure that school districts are able to access information and supports which drive student success.

In 2018 and 2019 B.C. is chair province of the Council of Ministers of Education, Canada (CMEC). As chair, the BC Minister of Advanced Education, Skills and Training leads the work with the BC Minister of Education to identify pan-Canadian education priorities it wants to pursue within CMEC's strategic plan and also supports the ongoing work of these priorities.

Goals, Objectives, Strategies and Performance Measures

Goal 1: Improve Student Achievement and Success

A quality education system will assist in developing the wellbeing and improving the life chances of individuals in a changing global society. Nearly thirty years ago, the ministry stated that "continued progress toward our social and economic goals as a province depends upon well-educated people who have the ability to think clearly and critically, and to adapt to change."[1] This statement is still relevant today, perhaps even more so given the rate of technological change. The notion that adapting to change is a crucial component of a high calibre education system has never been more true. In an era defined by constant change, a successful education system creates a safe and engaging learning environment, while simultaneously preparing students for their lives after high school.

Objective 1.1: Improve Student Outcomes

Continually improving student achievement is one of the primary focuses of the K-12 system. Many of our outcomes at the provincial level have historically been very good and continue to improve. Certainly, the province's performances on *international assessments* attest to this. However, these successes are not evenly distributed geographically, or within specific groups of students. Some Indigenous learners, children and youth in care, and students with diverse needs do not always experience the same levels of success as other learners. These gaps need to be recognized and addressed by the ministry, boards of education and independent school authorities, and all stakeholders, to ensure continued improvement.

Key Strategies:

- Fully implement BC's Framework for Enhancing Student Learning, including system-wide focus on plans and reporting of provincial and local evidence to support continuous improvement of students' intellectual, human and social, and career development.
- Implement new curriculum at all levels of the K-12 system.
- Align the graduation program to changes in curriculum and assessment.
- Focus specific graduation-related strategies regarding particular groups of students, including Indigenous learners and students in care.
- Implement action plans for students with special needs.

Performance Measure(s)		2011/12 Baseline	2017/18 Forecast	2018/19 Target	2019/20 Target	2020/21 Target
1.1	The percentage of all students who complete school within six years of first starting Grade 8	82%	85%	86%	≥87%	≥87%

Data Source: Ministry of Education, *http://www.bced.gov.bc.ca/reporting/systemperformance/*

[1] Source: *Statement of Education Policy Order*, 1989

Linking Performance Measures to Objectives:

1.1 Completion rates have long been a Performance Measure in previous Service Plans, because young adults are better positioned to transition to post-secondary studies, or the workplace, if they complete program requirements and receive a secondary school graduation diploma. Improving outcomes with this Performance Measure is a clear improvement in student achievement.

Discussion:

In order to continue to improve graduation outcomes, boards of education and independent school authorities will adjust and address areas where further improvements can be made. The ministry will modify aspects of the graduation program, including new curriculum and assessments, in order to improve these already strong results. Future targets with this Performance Measure have been set, and while constant, they represent clear improvements over the Baseline and last year's results.

Objective 1.2: Improve Student Satisfaction with Their Learning

The reasons why a student is or is not engaged with their learning are numerous and complex. Not only does a student's program of studies have an impact on engagement, but the environment itself is clearly a factor. Students who feel a sense of belonging in a school's community are more engaged and tend stay in school. The ministry is undertaking key initiatives in order to increase student engagement and improve outcomes for all learners in the province.

Key Strategies:

- Fully implement the curriculum in Grades K- 12 to provide a greater opportunity for personalizing learning, and enhancing student engagement and satisfaction with their learning.
- Update the Graduation Program, including new curriculum, to prepare students for the future, and bridge the gap between K-12 and post-secondary education and life after secondary school.
- Implement new provincial assessments to ensure that all students have the skills necessary for success beyond high school.
- Enhance career-related curriculum in the graduation program to help students make sense of the incredible range of training opportunities, and various career paths available to them.
- Continue to support dual credit programs to allow students to enroll in post-secondary courses, while concurrently earning credit towards high school graduation requirements.

Performance Measure(s)		2017/18 Forecast	2018/19 Target	2019/20 Target	2020/21 Target
1.2a	Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a post-secondary education.	65%	66%	68%	≥70%

Performance Measure(s)		2017/18 Forecast	2018/19 Target	2019/20 Target	2020/21 Target
1.2b	Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a job in the future.	52%	54%	56%	≥60%

Data Source: Ministry of Education, *http://www.bced.gov.bc.ca/reporting/systemperformance/*

Linking Performance Measures to Objectives:

1.2 The number of students who report that school is preparing them for a job in the future, or for post-secondary education, helps demonstrate the impact of current education practices in B.C. high schools. Enhancing results regarding student satisfaction in these areas is a clear indicator of the system addressing and improving student success.

Discussion:

Performance Measure 1.2 (above) has been modified, from the last Service Plan, as the targets themselves have been changed to reflect how these results are now calculated. The Forecast and future Targets have been modified to include students answering "Sometimes," "Many Times," or "All the Time," when answering questions involving their perception of school preparing them for further studies, or direct workforce entry.

The Student Learning Survey is administered annually as part of the accountability cycle, and gathers opinions from students, parents/guardians and school staff on achievement, human and social development, and safety. The ministry is taking action to improve student preparedness for life after school by ensuring flexibility in both the new curriculum and graduation program, by working with school districts to improve readiness for transitions to both work and post-secondary education, and through an explicit focus on career development in BC's *Framework for Enhancing Student Learning*. Further, the ministry's 2018 graduation program has implemented two new Career Courses, specifically intended to address the issue of preparedness.

Goal 2: Improve Outcomes for Indigenous Students

Objective 2.1: Close the Performance Gap Between Indigenous and Non-Indigenous Students

The success of Indigenous students is a high priority for the entire education system. Through efforts to improve our education system, including forging positive relationships, taking collaborative action, and focusing on results, we have seen continued improvement in Six Year Dogwood Completion and transition rates to post-secondary education. More Indigenous students are meeting with success than ever before. However, much more progress is needed and some areas such as early reading and mathematics results require specific attention. This is especially true for First Nations students if our education system is to provide them with skills and knowledge to thrive in contemporary society.

Key Strategies:

- Fully implement the 11 recommendations from the Office of the Auditor General including the *Equity in Action* project to address systemic racism and support school districts.
- Embed Indigenous content in curriculum for all students and supporting teachers to confidently and effectively implement it.
- Support the use of Local Education Agreements between School Districts and First Nations
- Develop a capacity building team focused on Indigenous student success through BC's Framework for Enhancing Student Learning.

Performance Measure(s)		2011/12 Baseline	2017/18 Forecast	2018/19 Target	2019/20 Target	2020/21 Target
2.1	The percentage of Indigenous students who complete school within six years of first starting Grade 8	56%	67%	68%	69%	70%
	The percentage of status First Nations students who complete school within six years of first starting Grade 8	42%	57%	59%	61%	63%

Data Source: Ministry of Education, *http://www.bced.gov.bc.ca/reporting/systemperformance/*

Linking Performance Measures to Objectives:

2.1 This Performance Measure directly relates to Objective 2.1, as it presents the provincial Six Year Completion Rate for Indigenous learners. The provincial rate for all learners is the Performance Measure related to Objective 1.1.

Discussion:

Successful completion in our education system is often measured by the acquisition of a Dogwood Diploma, providing opportunities beyond graduation for learners to attend further training. To ensure continuous improvement, the ministry has actions in place including the Equity in Action project, supporting Indigenous language curriculum and resource development, and developing a curriculum and graduation program that is inclusive of Indigenous content and courses. The baseline year of 2011-12 provides a starting point from which to measure improvement. Since 1996, the ministry has provided this Six Year Dogwood Completion rate, with Indigenous student results improving every year.

Objective 2.2: Improve Indigenous Students' Sense of Belonging in Schools

Students, to be successful at school, must feel a sense of belonging. This means that they must have adults in their lives who believe they can be successful, help them set goals, and help them move towards or achieve those goals. This includes Indigenous students who, for much of our history, have not experienced an education system that welcomed them or provided an environment where they felt safe and included, or that they belonged. This has improved over the past decade through the development of Aboriginal Education Enhancement Agreements, revised curriculum and increased awareness. The ministry will continue efforts to provide a safe, inclusive education system that reflects Indigenous people in B.C. and provides all students and staff with an increased awareness of the diversity of Indigenous cultures, histories and languages in the province.

Key Strategies:

- Address systemic racism through the *Equity in Action* project.
- Revise the curriculum to embed Indigenous content for all students.
- Develop an Indigenous language learning policy.
- Provide opportunities to share effective practices across the education system.
- Report on human and social measures, including the extent to which all students and Indigenous students feel welcome at their school, for the province and all districts through a new system performance website.

Performance Measure(s)	2016/17 Baseline	2017/18 Forecast	2018/19 Target	2019/20 Target	2020/21 Target
2.2 Indigenous Learners Sense of Belonging in Schools	52	53	54	55	56

Data Source: Ministry of Education, *http://www.bced.gov.bc.ca/reporting/systemperformance/*

Linking Performance Measures to Objectives:

2.2 Performance Measure 2.2 combines three questions from the ministry's Satisfaction Survey to generate a score. The following three questions were combined: Do you feel welcome at your school? Do adults treat all students fairly? Is school a place where you feel like you belong? This score works as an indicator to better measure the issue, over a single question, because it combines a wider range issues related to a students' sense of belonging.

Discussion:

This baseline will provide the ministry with trends over time, and the ability to measure whether the current or future strategies, such as the *Equity in Action* project and curriculum revisions, are having the intended impact.

Goal 3: Improve Transitions to Post-Secondary Institutions

Objective 3.1: Increase the Percentage of Students Who Transition Directly from High School to a Post-Secondary Institution

High school graduation for most students is simply the end of the first stage of their education. Historically, roughly half of all high school graduates transition to a B.C. post-secondary institution (PSI) within the first 12 months of completing high school.[2] Another 10% of students of that particular cohort also enroll in further learning at a PSI in the second year after graduating, and another 4% in the third year. Beyond two years of graduation, the percentage of the original cohort of graduates enrolling in a PSI declines. Ultimately, approximately 76% of students transition to a PSI within a decade of high school completion. The importance of directly transitioning within the first three years of high school graduation is clear; students who do so are more likely to complete those further studies and enter their professional careers earlier.

[2] *https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_fast_facts.pdf*

Key Strategies:

- Employ a Superintendent of Graduation and Student Transitions. A strategic position Ministries of Education and Advanced Education and Skills Training jointly designed to bring both sectors and both ministries together, with a common focus on student success and student transition.
- Establishment of a post-secondary engagement strategy that is creating opportunities for ongoing discussion across sectors to enable student's continuous learning.
- Continue with the Dual-Credit program, which allows high school students to attend PSI's and earn high school and post-secondary credits at the same time.
- Finalize implementation of the new curriculum; career development topics are embedded throughout K-12, with specific career development courses to support students in their graduation years.

Performance Measure(s)		2015/16 Baseline	2017/18 Forecast	2018/19 Target	2019/20 Target	2020/21 Target
3.1	Performance Measure: Student Progress to B.C. Public Post-Secondary Within a Decade of School Completion	76%	77%	78%	79%	79%

Data Source: Ministry of Education, *http://www.bced.gov.bc.ca/reporting/systemperformance/*

Linking Performance Measures to Objectives:

3.1 The success of meeting the ministry's mandate of effectively preparing students for life after high school can be measured, in part, by the percentage of students who transition from high school to some type of post-secondary learning. It is a solid indicator of student engagement and continued commitment to their learning.

Discussion:

The 2015/16 data presented in the table (3.1 above) presents the percentage of students who enrolled in further learning at a B.C. PSI within a decade of graduation. Ultimately, over 76% of high school students from 2005/06 ended up enrolling in a PSI program of studies in B.C., at some point within that timeframe. The ministry is committed to improving these outcomes, and is confident that education reform in the K-9 and graduation years programs and increased student planning in the graduation years, alongside other related changes to the system, will have a positive effect on these outcomes. To inform continuous improvement efforts, evidence that shows students paths to post-secondary education is now available for the province and each school district at *http://www.bced.gov.bc.ca/reporting/systemperformance*.

Resource Summary

Core Business Area	2017/18 Restated Estimates[1]	2018/19 Estimates	2019/20 Plan	2020/21 Plan
Operating Expenses ($000)				
Public Schools	5,525,163	5,754,473	5,788,457	5,788,277
Independent Schools	398,500	426,300	426,300	426,870
Transfers to Other Partners	86,475	76,307	76,477	76,552
Executive and Support Services	44,238	45,540	46,302	45,837
British Columbia Training and Education Savings Program Special Account	38,001	30,001	30,001	30,001
***Teachers Act* Special Account**	7,620	8,130	6,477	6,477
Total	6,099,997	6,340,751	6,374,014	6,374,014
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Executive and Support Services	924	828	2	2
Capital Plan ($000)				
Public Schools	523,657	483,205	621,609	651,732

[1]For comparative purposes, amounts shown for 2017/18 have been restated to be consistent with the presentation of the 2018/19 *Estimates*.

*Further information on program funding and vote recoveries is available in the Estimates and Supplement to the Estimates.

Resource Summary Public Schools

School Districts	2017/18 Forecast	2018/19 Budget	2019/20 Plan	2020/21 Plan
Combined Income Statement ($000)[1]				
Total Revenue	6,527,783	6,733,303	6,777,704	6,779,825
Total Expense	6,386,989	6,651,250	6,695,472	6,702,883
Net Operating Results	140,794	82,053	82,232	76,942

[1] This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Major Capital Projects

Major Capital Projects (over $50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2017 ($ millions)	Estimated Cost to Complete ($ millions)	Approved Anticipated Total Capital Cost of Project ($ millions) [1]
Centennial Secondary	2018	$47M	$14M	$61M
Under the Ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The replacement of Centennial Secondary completed in 2016. Work is continuing on the demolition of the old school, construction of a Neighborhood Learning Centre (NCL), and installation of playfields and landscaping. It is estimated the improvements will cost $61 million and be completed in 2018.				
Kitsilano Secondary	2018	$58M	$7M	$65M
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is adding a new wing, seismically upgrading and completely restoring the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Restoration and seismic upgrade continues on the heritage portion. It is estimated that the improvements will cost $65million and be complete in 2018				
Salish Secondary (Site 215) [former Clayton North]	2018	$42M	$13M	$55M
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Lord Tweedsmuir, which is operating over its current capacity. It is estimated that the new school will cost $55 million and be complete in 2018.				
Grandview Heights Secondary (Site 177)	2020	$1M	$60M	$61M
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. It is estimated that the new school will cost $61 million and be complete in 2020.				

Major Capital Projects (over $50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2017 ($ millions)	Estimated Cost to Complete ($ millions)	*Approved* Anticipated Total Capital Cost of Project ($ millions) [1]
New Westminster Secondary	2021	$5M	$102M	$107M
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. The replacement of New Westminster Secondary is estimated to cost $107 million and be complete in 2021.				
Willoughby Slope Secondary	2019	$6M	$49M	$55M
Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 1,500-student-capacity secondary school in the Willoughby neighbourhood in Langley. Enrolment in this part of the Langley School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly R. E. Mountain Secondary, which is operating over its current capacity. It is estimated that the new school will cost $55 million and be complete in 2019.				
Handsworth Secondary	2021	$0M	$62M	$62M
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The replacement is estimated to cost $62 million and be complete in 2021.				

Appendix A: Ministry Contact Information

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